

Clarendon 1 School District

P.O. Box 38
Summerton, SC 29148

Grades PK-12

Enrollment 1,102 Students

Superintendent Dr. Rose H. Wilder 803-485-2325

Board Chair John D. Bonaparte 803-478-8711

Fiscal Authority County Council

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	5	4

IMPROVEMENT RATING

AVERAGE

The district's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This district met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Below Average	Good	No
2004	Below Average	Below Average	No
2005	Below Average	Average	Yes

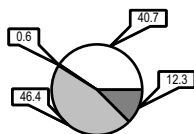
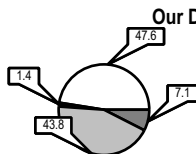
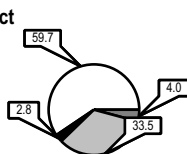
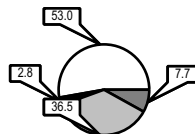
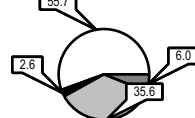
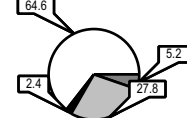
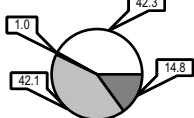
DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Districts with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	51.9	59.7	N/A	59.5	53.2	N/A
Passed 1 subtest	21.7	25.0	N/A	20.1	22.9	N/A
Passed no subtests	26.4	15.3	N/A	20.4	23.9	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	27.1	4.3
Seniors who met the SAT/ACT requirement	27.1	4.3
Seniors who met the grade point average	27.1	30.1

*Using only the SAT/ACT and grade point average requirements

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	532	98.7	40.1	46.9	12.4	0.6	13.0
Gender							
Male	261	98.9	45.6	41.1	12.1	1.2	13.3
Female	271	98.5	34.7	52.6	12.7	0.0	12.7
Racial/Ethnic Group							
White	13	77.0	I/S	I/S	I/S	I/S	I/S
African American	509	99.2	40.7	46.7	12.2	0.4	12.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	431	98.8	36.1	50.5	12.7	0.7	13.4
Disabled	101	98.0	56.7	32.0	11.3	0.0	11.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	532	98.7	40.1	46.9	12.4	0.6	13.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	532	98.7	40.1	46.9	12.4	0.6	13.0
Socio-Economic Status							
Subsidized meals	495	98.6	41.4	46.6	11.6	0.4	12.1
Full-pay meals	105	100.0	22.9	51.4	22.9	2.9	25.7
Mathematics							
All Students	532	98.9	47.2	44.2	7.2	1.4	8.6
Gender							
Male	261	99.2	50.6	41.0	6.0	2.4	8.4
Female	271	98.5	44.0	47.4	8.4	0.4	8.8
Racial/Ethnic Group							
White	13	84.6	I/S	I/S	I/S	I/S	I/S
African American	509	99.2	48.5	43.4	6.8	1.2	8.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	431	98.8	42.8	47.3	8.5	1.5	10.0
Disabled	101	99.0	65.3	31.6	2.0	1.0	3.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	532	98.9	47.2	44.2	7.2	1.4	8.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	532	98.9	47.2	44.2	7.2	1.4	8.6
Socio-Economic Status							
Subsidized meals	495	98.8	48.4	43.9	6.7	1.1	7.7
Full-pay meals	36	100.0	31.4	48.6	14.3	5.7	20.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	532	98.9	59.4	33.8	4.0	2.8	6.8
Gender							
Male	261	99.2	57.8	33.7	4.4	4.0	8.4
Female	271	98.5	61.0	33.9	3.6	1.6	5.2
Racial/Ethnic Group							
White	13	84.6	I/S	I/S	I/S	I/S	I/S
African American	509	99.2	60.4	33.0	3.9	2.7	6.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	431	98.8	54.7	38.1	4.0	3.2	7.2
Disabled	101	99.0	78.6	16.3	4.1	1.0	5.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	532	98.9	59.4	33.8	4.0	2.8	6.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	532	98.9	59.4	33.8	4.0	2.8	6.8
Socio-Economic Status							
Subsidized meals	495	98.8	60.9	33.8	3.4	1.9	5.4
Full-pay meals	36	100.0	40.0	34.3	11.4	14.3	25.7
Social Studies							
All Students	532	98.9	52.6	36.8	7.8	2.8	10.6
Gender							
Male	261	99.2	52.2	36.1	7.6	4.0	11.6
Female	271	98.5	53.0	37.5	8.0	1.6	9.6
Racial/Ethnic Group							
White	13	84.6	I/S	I/S	I/S	I/S	I/S
African American	509	99.2	53.1	36.7	7.7	2.5	10.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	431	98.8	47.5	41.0	8.2	3.2	11.4
Disabled	101	99.0	73.5	19.4	6.1	1.0	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	532	98.9	52.6	36.8	7.8	2.8	10.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	532	98.9	52.6	36.8	7.8	2.8	10.6
Socio-Economic Status							
Subsidized meals	495	98.8	54.0	36.3	7.5	2.2	9.7
Full-pay meals	36	100.0	34.3	42.9	11.4	11.4	22.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	81	97.5	16.5	50.6	29.1	3.8	32.9
	4	73	95.9	34.3	47.1	18.6	N/A	18.6
	5	81	98.8	52.5	40.0	7.5	N/A	7.5
	6	100	91.0	51.6	42.9	5.5	N/A	5.5
	7	111	94.6	38.1	54.3	7.6	N/A	7.6
	8	117	94.8	42.2	53.2	4.6	N/A	4.6
2005	3	70	98.6	16.4	38.8	40.3	4.5	44.8
	4	80	100.0	39.5	52.6	7.9	0.0	7.9
	5	68	98.5	35.4	56.9	7.7	0.0	7.7
	6	86	97.7	70.9	21.5	7.6	0.0	7.6
	7	100	97.0	41.3	52.2	6.5	0.0	6.5
	8	128	100.0	35.0	55.0	10.0	0.0	10.0
Mathematics								
2004	3	81	97.5	30.4	58.2	10.1	1.3	11.4
	4	73	95.9	38.6	57.1	2.9	1.4	4.3
	5	81	98.8	67.5	32.5	N/A	N/A	N/A
	6	100	91.0	28.6	59.3	9.9	2.2	12.1
	7	111	94.6	48.6	43.8	5.7	1.9	7.6
	8	117	96.6	60.4	39.6	N/A	N/A	N/A
2005	3	70	98.6	25.4	58.2	13.4	3.0	16.4
	4	80	100.0	48.7	38.2	11.8	1.3	13.2
	5	68	98.5	38.5	52.3	7.7	1.5	9.2
	6	86	98.8	50.0	42.5	6.3	1.3	7.5
	7	100	97.0	46.7	44.6	6.5	2.2	8.7
	8	128	100.0	61.7	36.7	1.7	0.0	1.7
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	70	98.6	41.8	49.3	4.5	4.5	9.0
	4	80	100.0	60.5	30.3	5.3	3.9	9.2
	5	68	98.5	64.6	29.2	4.6	1.5	6.2
	6	86	98.8	68.8	23.8	2.5	5.0	7.5
	7	100	97.0	56.5	35.9	5.4	2.2	7.6
	8	128	100.0	61.7	35.0	2.5	0.8	3.3
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	70	98.6	16.4	52.2	17.9	13.4	31.3
	4	80	100.0	42.1	46.1	9.2	2.6	11.8
	5	68	98.5	56.9	36.9	1.5	4.6	6.2
	6	86	98.8	65.0	26.3	8.8	0.0	8.8
	7	100	97.0	59.8	31.5	8.7	0.0	8.7
	8	128	100.0	63.3	33.3	3.3	0.0	3.3

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	71	100.0	17.6	41.2	33.8	7.4	41.2
Gender							
Male	38	100.0	26.3	31.6	39.5	2.6	42.1
Female	33	100.0	6.7	53.3	26.7	13.3	40.0
Racial/Ethnic Group							
White	2	I/S	I/S	I/S	I/S	I/S	I/S
African American	66	100.0	18.8	37.5	35.9	7.8	43.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	57	100.0	9.3	38.9	42.6	9.3	51.9
Disabled	14	100.0	50.0	50.0	N/A	N/A	N/A
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	71	100.0	17.6	41.2	33.8	7.4	41.2
English Proficiency							
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	71	100.0	17.6	41.2	33.8	7.4	41.2
Socio-Economic Status							
Subsidized meals	54	100.0	14.8	40.7	38.9	5.6	44.5
Full-pay meals	17	100.0	28.6	42.9	14.3	14.3	28.6

Mathematics							
All Students	71	100.0	38.2	30.9	25.0	5.9	30.9
Gender							
Male	38	100.0	36.8	34.2	18.4	10.5	28.9
Female	33	100.0	40.0	26.7	33.3	N/A	N/A
Racial/Ethnic Group							
White	2	I/S	I/S	I/S	I/S	I/S	I/S
African American	66	100.0	34.4	32.8	26.6	6.3	32.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	57	100.0	25.9	35.2	31.5	7.4	38.9
Disabled	14	100.0	85.7	14.3	N/A	N/A	N/A
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	71	100.0	38.2	30.9	33.8	5.9	30.9
English Proficiency							
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	71	100.0	38.2	30.9	25.0	5.9	30.9
Socio-Economic Status							
Subsidized meals	54	100.0	35.2	29.6	38.9	7.4	35.2
Full-pay meals	17	100.0	50.0	35.7	14.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2005		Eligibility for LIFE Scholarship*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	72	88.9%	70	27.1%	87	0.0%	
Gender							
Male	33	84.8%	30	23.3%	39	46.2%	
Female	39	92.3%	40	30.0%	48	72.9%	
Racial/Ethnic Group							
White	2	I/S	0	N/A	2	I/S	
African American	70	88.6%	69	26.1%	84	61.9%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	N/A	N/A	1	I/S	N/A	N/A	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	68	92.6%	63	28.6%	78	66.7%	
Disabilities other than speech	4	I/S	7	I/S	9	I/S	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	72	88.9%	70	27.1%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	72	88.9%	70	27.1%	86	61.6%	
Socio-Economic Status							
Subsidized meals	63	88.9%	63	28.6%	69	66.7%	
Full-pay meals	9	I/S	7	I/S	17	41.2%	

* Using only the SAT/ACT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2005

	Our District	Districts with Students like Ours
Percent	88.9%	86.4%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	87	133
Number of Diplomas	0	82
Rate	0.0%	57.8%

2004-05 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2004	2005	2004	2005	2004	2005
District	410	411	468	419	878	830
State	491	494	495	499	986	993
Nation	508	508	518	520	1026	1028

ACT	English		Math		Reading		Science		Total	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
District	13.9	17.4	16.3	17.2	15.0	16.8	15.8	17.3	15.4	17.3
State	18.8	18.8	19.1	19.3	19.0	19.6	19.3	19.3	19.3	19.4
Nation	20.4	20.4	20.7	20.7	21.3	21.3	20.9	20.9	20.9	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 1,102)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	98.6%
Retention rate	9.6%	Down from 11.3%	7.9%	5.4%
Attendance rate	96.6%	Up from 96.5%	94.8%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.2%	Up from 5.2%	7.8%	4.9%
Students with disabilities other than speech taking PACT (Math) off grade level	5.9%	Up from 4.8%	6.2%	4.4%
Eligible for gifted and talented	10.5%	Up from 8.3%	4.4%	10.9%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.1%	Down from 10.9%	10.6%	11.2%
Older than usual for grade	11.2%	Up from 10.8%	8.4%	5.1%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Down from 2.1%	0.7%	1.2%
Enrolled in AP/IB programs	12.3%	Up from 9.1%	4.2%	9.7%
Successful on AP/IB exams	N/A	N/A	N/A	51.2%
Enrolled in adult education GED or diploma programs	63	Up from 59	64	158
Completions in adult education GED or diploma programs	7	Up from 4	9	37
Annual dropout rate	4.4%	Up from 1.7%	2.4%	2.9%
Teachers (n= 72)				
Teachers with advanced degrees	41.7%	Up from 40.5%	46.2%	51.4%
Continuing contract teachers	79.2%	Down from 83.5%	69.9%	81.0%
Highly qualified teachers	93.7%	Up from 91.8%	89.3%	92.0%
Teachers with emergency or provisional certificates	10.3%	Down from 13.5%	14.2%	5.1%
Teachers returning from previous year	81.8%	Down from 84.1%	81.4%	90.0%
Teacher attendance rate	93.4%	Up from 90.8%	94.4%	95.0%
Average teacher salary	\$37,267	Down 3.1%	\$38,294	\$41,286
Vacancies for more than nine weeks	2.8%	Up from 2.5%	2.7%	0.4%
Prof. development days/teacher	18.9 days	Up from 13.4 days	16.2 days	14.9 days
District				
Superintendent's years at district	0.5	No change	4.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Down from 21.5 to 1	19.1 to 1	20.6 to 1
Prime instructional time	87.2%	Up from 84.9%	87.1%	89.2%
Dollars spent per pupil*	\$8,864	Up 4.9%	\$8,789	\$7,434
Percent of expenditures for teacher salaries*	47.1%	Down from 48.5%	49.9%	54.5%
Opportunities in the arts	Poor	Down from Fair	Good	Excellent
Parents attending conferences	84.9%	Up from 70.4%	86.5%	97.0%
Number of schools	3	No change	4	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	8.4%	Down from 11.2%	6.2%	4.2%
Average age in years of school facilities	29	Up from 28	29	27
Number of schools with SACS accreditation	0	No change	4	8
Average administrator salary	\$56,201	Down 8.4%	\$66,702	\$68,699

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	89.4%
Highly qualified teachers in high poverty schools	93.7%	90.1%
	State Objective	Met State Objective
Highly qualified teachers	65.0%	Yes
Student attendance rate	95.3%	Yes

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL DISTRICT GOVERNANCE

Board Membership	5 trustees elected to at-large seats, 4 trustees appointed
Fiscal Authority	County Council
Average Number of Hours of Training Annually	30.0 per board member
Percent New Trustees Completing Orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

The highlight of the 2004-05 school year was that each school completed the process to obtain accreditation through the Southern Association of Colleges and Schools. We are anxiously awaiting the results of the SACS Team review. Obtaining SACS accreditation mirrors our goal of improving instruction through the effort of ensuring that all employees in all areas are highly qualified.

Clarendon County School District One continues to strive for excellence. Our top priority is to help our students develop to their fullest potential. Our graduating class of 72 students received approximately \$1.7 million in scholarship offers. Some of the graduates have been accepted to various colleges throughout the country; others plan to enlist in the military; and some will enter the workforce.

Students in grades 4-7 had the opportunity during the 2004-05 school year to be actively involved with several renowned artists in residence. The students performed in various plays and musicals. They also had hands-on experience with art projects. This opportunity was afforded to our students through a multi-year Fine Arts Grant written by district employees. All of the students have access to advanced technology through wireless labs. The labs are funded through a three-year federal grant that provides additional technology staff development, a technology coach and equipment.

Our continued challenges are a lack of strong community support; the major tax base is retired citizens; the poverty rate is 96%; and there is very little parental involvement. In spite of the aforementioned challenges, we will not accept failure as an option for students. We realize the importance of expecting and having high expectations for all stakeholders—students, staff, parents and community. To this end, we pledge to have an educational environment that is supportive, nurturing and conducive to learning for all students. We fully understand and realize that we cannot control where our students are coming from, but we will make a conscious effort to control the school environment to ensure that quality educational service is the norm for Clarendon School District One.

Dr. Rose H. Wilder
Superintendent

